

RE Overview

Autumn 1:



The statutory requirements for RE aims to ensure that all pupils:

- Develop knowledge, understanding and awareness of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism and Humanism.
- Receive opportunities for personal reflection and spiritual development.
- Enhance their knowledge and understanding of religions and worldviews.
- Encourage personal responses to different religions and worldviews.
- Develop a sense of identity and belonging.
- Prepare for adult life, employment and lifelong learning.
- Foster respect and sensitivity to individuals and communities of different faiths.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme Values and Social Actions Christianity/Judaism	Theme Values and Social Actions Christianity/Islam	Theme: Stories Christianity/Islam	Theme Stories Hinduism/Judaism	Theme Values and Social Actions Islam/Sikhism	Theme Language and Symbolism Christianity/Sikhism
Title What values do Hanukkah and Harvest teach?	Title Why are values important?	Title How do stories help people make good choices?	Title What would religion be like without stories?	Title What would happen if nobody was willing to help?	Title How does symbolism differ across religions?
Subject Content: Children will learn about the period of Hanukkah and Harvest and the values that they teach. They will develop an understanding of Christian and Jewish beliefs around Harvest.	Subject Content: Children will explore why and how religion can affect different values. They will be taught about the important rules that Jesus gave his followers. They will learn that Christians try to follow the example of Jesus. Children will also learn about the Moral guidance provided by the Qu'ran.	Subject Content: Children will explore two stories from Christianity and Islam. Christian stories will focus on the saints and other key figures in the history of Christianity. Islamic stories will look at the life of the Prophet Muhammad (pbuh) and other Prophets.	Subject Content: Children will learn about the Jewish and Hindu creation stories. They will be taught the different ways in which Jews and Hindus believe that the world was created and compare the ideas. Children will also learn some other important Jewish and Hindu stories throughout this unit.	Subject Content: Children will learn about the ways in which different religions help others and why this is important. They consider how the world would be different if nobody was willing to help.	Subject Content: Children will learn about the interior and exterior of churches using artefacts and symbols from a range of Christian traditions.
Essential Knowledge: <ul style="list-style-type: none"> • To know the values taught by the story of Hanukkah. • To know some Jewish practices around the Hanukkah period. • To give examples of how Jews may behave differently if influenced by the values shown in the story. • To know Christians and Jews beliefs around Harvest. • To know that the Jewish festival of Sukkot is a 	Essential Knowledge: <ul style="list-style-type: none"> • To know that 'right' things are different for some people. • To know that religion can affect what people think is right and wrong. • To know that people in our lives can influence what we think.. • To know that religions often contain a moral code with rules for living. • To know that Jesus asked his followers to obey 2 important rules. <ul style="list-style-type: none"> • To know that the Qu'ran helps Muslims to make good choices. 	Essential Knowledge: <ul style="list-style-type: none"> • To understand the story of the Good Samaritan. • To be able to explain the values the story of the Good Samaritan teaches. • To consider Christian values in the context of the story and compare with their own values and deeds. • To understand the story of the Old woman and Prophet Muhammad. • To be able to explain the values the story of the Old woman and 	Essential Knowledge: <ul style="list-style-type: none"> • To know the Jewish creation story. • To know the Hindu creation story. • To compare the Hindu and Jewish creation stories. • To understand how Rama became exiled. • To explain the story of passover. • To understand what 'freedom' means and why it is so important. 	Essential Knowledge <ul style="list-style-type: none"> • To think about all the people who help me. • To know that Zakah is important for Muslim people. • To think about who I would like to help. • To know that Vand Chakna is important for Sikh people. • To understand that Sikh people try to help all people. • To explain why sharing is important for different people. 	Essential Knowledge: <ul style="list-style-type: none"> • To understand the difference between signs and symbols. • To describe some of the symbols found in a Christian church (esp doves and fish) • To think about the meaning of some Christian symbols. • To describe what is meant by the 5 Ks. • To explain what each of the 5 Ks represents. • To understand what symbols are and how they can be helpful.

<p>harvest celebration</p> <ul style="list-style-type: none"> To know the values taught by Harvest and the festival of Sukkot. 		<p>Prophet Muhammad teaches.</p> <ul style="list-style-type: none"> To make links between beliefs from the story and explain how they can be related. 			
<p>Essential Skills</p> <ul style="list-style-type: none"> Recognising some art, symbols and words featured in religions and other belief systems and to talk about them. 	<p>Essential Skills</p> <ul style="list-style-type: none"> Discussing some of the things that are the same for different people of different religions and belief systems. Understanding different practices and ways of life Understanding diversity Understanding values and commitments 	<p>Essential Skills</p> <ul style="list-style-type: none"> Describing what a believer might learn (moral) from an important story within a religion or other belief system. Begin to add references to key texts/ scriptures. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To make links between the sources of different religions and show how they are connected to believers' lives. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To ask questions about things that are important to them and other people and suggest answers which relate to their own and others' lives. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.
<p>Links to prior learning: See EYFS LTP Y1, Developing an understanding of the values of religious festivals.</p>	<p>Links to prior learning: See EYFS LTP Y1, Developing an understanding of the values of religious festivals. Y2, Understanding why values are important in religion.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding why stories are special aspects of a religion. Y2, Understanding the moral meaning of stories. Y3, Identifying values in religious stories.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding why stories are special aspects of a religion. Y2, Understanding the moral meaning of stories. Y3, Identifying values in religious stories. Y4, Identifying the values that religious signs and symbols communicate.</p>	<p>Links to prior learning: See EYFS LTP Y1, Developing an understanding of the values of religious festivals. Y2, Understanding why values are important in religion. Y3, Identifying values in religious stories. Y3, Identifying values in religious stories. Y4, Identifying the values that religious signs and symbols communicate. Y5, Understanding how values provide answers to important religious questions.</p>	<p>Links to prior learning: See EYFS LTP Y1, Recognising symbols and words featured in religions and other belief systems. Y2, Y3, Using religious words to describe some of the different ways people show their beliefs. Y4, Describing how religious and other beliefs are expressed and suggesting what they mean. Y5, Making links between the variety of beliefs people hold, and religious sources. Y6, Explaining how symbolism within places of worship contributes to belonging.</p>
<p>Links to future learning: Y2, Understanding why values are important in religion. Y3, Identifying values in religious stories. Y4, Identifying the values that religious signs and symbols communicate Y5, Understanding how values provide answers to important religious questions. Y6, Comparing the values of religions and making links to values important to them.</p>	<p>Links to future learning: Y3, Identifying values in religious stories Y4, Identifying the values that religious signs and symbols communicate. Y5, Understanding how values provide answers to important religious questions. Y6, Comparing the values of religions and making links to values important to them.</p>	<p>Links to future learning: Y4, Comparing different religious stories. Y5, Making links between stories and the important answers they provide. Y6, Comparing the values of religions and making links to values important to them.</p>	<p>Links to future learning: Y5, Understanding how values provide answers to important religious questions. Y6, Understanding how stories are linked to writings in sacred texts. .</p>	<p>Links to future learning: Y6, Comparing the values of religions and making links to values important to them.</p>	<p>Links to future learning: KS3 - Understanding how the use of various art forms can express religious belief.</p>

RE Overview

Autumn 2:



The statutory requirements for RE aims to ensure that all pupils:

- Develop knowledge, understanding and awareness of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism and Humanism.
- Receive opportunities for personal reflection and spiritual development.
- Enhance their knowledge and understanding of religions and worldviews.
- Encourage personal responses to different religions and worldviews.
- Develop a sense of identity and belonging.
- Prepare for adult life, employment and lifelong learning.
- Foster respect and sensitivity to individuals and communities of different faiths.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme Worship, Celebration and Commemoration Christianity	Theme Worship, Celebration and Commemoration Hinduism	Theme: Key Figures Judaism/Islam	Theme Worship, Celebration and Commemoration Christianity/Islam	Theme Places and communities Hinduism/Humanism	Theme Worship, Celebration and Commemoration Buddhism/Hinduism
Title How and why do we celebrate special times?	Title How and why do Hindus celebrate Diwali?	Title Why do we listen to people?	Title How do we show what we believe?	Title Do you have to be religious to go to a place of worship?	Title Is there any point to prayer?
Subject Content: Children will be taught about how and why special times are celebrated in Christianity and they will learn about the important practices and celebrations around Christmas.	Subject Content: Children will explore the festival 'Diwali', learning the story and the different ways in which Hindus celebrate. Children will learn why light is an important symbol in religion.	Subject Content: Children will learn the story of Moses receiving the Ten Commandments. They will learn why Muhammad is a key figure in the Muslim faith and will be able to link the values of the two key figures to that of their own.	Subject Content: Children will learn about the origins of Ramadan and explain its importance. They will also learn about the structure of the Church's year and focus on some of the key events in the life of the church.	Subject Content: Children will learn about the Hindu and Humanist communities and the key places for people of these religions. They will be exposed to a range of features of places of worship and the wider communities of these religions.	Subject Content: Children will learn about the different ways that Hindus and Buddhists worship. They will focus on important aspects specific to each religion and compare these. By the end of the unit children will understand why people pray.
Essential Knowledge: <ul style="list-style-type: none"> • To know the story of Nativity. • To know that in the story, the three wise men gave gifts. • To explain the values Christians believe that Jesus has. • To know what advent is 	Essential Knowledge: <ul style="list-style-type: none"> • To know that Diwali is the 'festival of lights', Celebrated by millions of Hindus, Sikhs and Jains across the world. • To understand the Hindi Diwali story. • To know that light is often used as a symbol for hope, 	Essential Knowledge: <ul style="list-style-type: none"> • To retell the story of Moses receiving the Ten Commandments. • To think about what rules are important to me. • To know that Muhammad is an important person for 	Essential Knowledge: <ul style="list-style-type: none"> • To know the origins of Ramadan. • To be able to explain why Muslims fast in the month of Ramadan. • To discuss the importance of observing Ramadan in the UK. 	Essential Knowledge: <ul style="list-style-type: none"> • To understand the development of holy places in Great Britain • To identify some features of a Hindu Mandir. • To understand why Humanists do not have a place of worship. 	Essential Knowledge: <ul style="list-style-type: none"> • To know what it means to pray. • To know how Hindus pray. • To know how the objects of a puja tray are used in Hindu worship. • To know how Buddhists worship.

<p>and how it is celebrated by Christians.</p> <ul style="list-style-type: none"> To know what each candle on an advent wreath represents. To know why Christians refer to Jesus as a 'light'. 	<p>happy occasions or 'good' happiness in general.</p> <ul style="list-style-type: none"> To know that we can make links between communities/groups/ religions and that they may have similar ideas of what 'good' means and what good actions might be. To know that Diwali celebrates the start of the financial new year for Hindus. To know the different ways in which Hindus celebrate Diwali (lighting lamps, sweets, Rangoli patterns, Mandir, etc) 	<p>Muslim people.</p> <ul style="list-style-type: none"> To understand that Muhammad was a good example to other people. To explain why Moses and Muhammad are considered to be important for some people. To make links between the values of Moses and Muhammad and my own values. 	<ul style="list-style-type: none"> To know the structure of the church's year around the key events in the life of Jesus To know about some of the key events in the life of the church (Christmas, Lent, Holy Week, Ascension, Pentecost) 	<ul style="list-style-type: none"> To understand the 'natural world' in Humanism To understand the wider communities in which people feel a part of (friends, families, humanist organisations) To understand that people with a humanist worldview may or may not choose to label themselves as 'humanists'. 	<ul style="list-style-type: none"> To compare Buddhist worship and Hindu worship. To know what the point of prayer is.
<p>Essential Skills</p> <ul style="list-style-type: none"> To begin to use the right names for things that are special to members of religions and other belief systems. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To ask questions about what happens to others with respect for their feelings. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To be able to link things that are important to them and other people with the way they think and behave. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. To use religious and other language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups and other belief systems. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To describe why people belong to religions and other belief systems and explain how similarities and differences within and between those religions and belief systems can make a difference to the lives of individuals and communities. To ask questions about things that are important to them and to other people and suggest answers which relate to their own and others' lives. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To say what different practices and ways of life followers of religions and other belief systems have developed, explaining how beliefs have had different effects on individuals, communities and societies.
<p>Links to prior learning: See EYFS LTP Y1, Understanding how and why special times are celebrated within different religions.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding how and why special times are celebrated within different religions. Y2, Understanding the different reasons for having celebrations.</p>	<p>Links to prior learning: See EYFS LTP Y1, Explaining why a 'Key figure' is special. Y2, Understanding why it is important to have leaders. Y3, Explaining how 'Key figures' influence the responsibilities that religious communities have.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding how and why special times are celebrated within different religions. Y2, Understanding the different reasons for having celebrations. Y3, Understanding symbolism used within religious celebrations. Y4, Explaining how celebrations demonstrate beliefs.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding what it means to belong to a faith community. Y2, Identifying specific religious places and communities. Y3, Exploring what the world would be like without a community. Y4, Exploring the importance of religious communities. Y5, Asking questions about how people show that they belong</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding how and why special times are celebrated within different religions. Y2, Understanding the different reasons for having celebrations. Y3, Understanding symbolism used within religious celebrations. Y4, Explaining how celebrations demonstrate beliefs. Y5, Exploring and comparing the different monumental times</p>

				to a community.	and memories religious celebrations are linked to. Y6, Comparing the different ways in which religions worship.
Links to future learning: Y2, Understanding the different reasons for having celebrations. Y3, Understanding symbolism used within religious celebrations. Y4, Explaining how celebrations demonstrate beliefs. Y5, Exploring and comparing the different monumental times and memories religious celebrations are linked to. Y6, Comparing the different ways in which religions worship.	Links to future learning: Y3, Understanding symbolism used within religious celebrations. Y4, Explaining how celebrations demonstrate beliefs. Y5, Exploring and comparing the different monumental times and memories religious celebrations are linked to. Y6, Comparing the different ways in which religions worship.	Links to future learning: Y4, Exploring how beliefs are influenced by 'Key figures'. Y5, Understanding the historical context of key figures and making links to their own aspirations. Y6, Exploring the qualities of a 'good leader' and how different values affect these qualities.	Links to future learning: Y5, Exploring and comparing the different monumental times and memories religious celebrations are linked to. Y6, Comparing the different ways in which religions worship.	Links to future learning: Y6 Making links between how religious communities use writings to share practice.	Links to future learning: KS3 - The relationship between beliefs and celebrations.

RE Overview

Spring 1



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme Stories Buddhism/Sikhism	Theme Stories Islam/Sikhism	Theme: Places and Communities Buddhism/Christianity	Theme Language and Symbolism Buddhism/Hinduism	Theme Rites of passage Humanism/Islam	Theme Writings Christianity/Islam
Title Which stories are special and why?	Title What can I learn from stories about religious traditions?	Title What would the world be like without a community?	Title Why are signs and symbols important?	Title How can we say goodbye?	Title Why are sacred texts important?
Subject Content: Children will learn about the stories that are special to the Buddhist and Sikh communities. The focus will be on stories about Guru Nanak and stories about the Buddha.	Subject Content: Children will learn about different religious stories that are important in Islam. They will explore the ways that stories of the Prophet Muhammad help Muslims to make choices and decide how to live their lives.	Subject Content: Children will learn about the responsibilities that different communities have and understand how people are welcomed into these communities. They will understand why places of worship are important to different communities.	Subject Content: Children will focus on the symbols that are important to Buddhists and Hindus. They will be able to explain their symbolism and describe the values that they communicate.	Subject Content: Children will learn about the different beliefs that Humanists and Hindus have about death. They will learn about some of the rituals that take place and reflect on their own beliefs.	Subject Content: Children will learn the difference between the terms 'special' and 'sacred'. They will be taught about a range of features of the Qu'ran and Torah and how these link to practices.

<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To understand that Sikhs tell many stories about their 10 gurus. To talk about some of the stories of Guru Nanak. To understand the meaning of the story of Guru Hargobind. To explore the story of Dundi Chand. To develop personal ideas about values from a Sikh story. To make links between Sikh ideas of God. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To be able to respond thoughtfully to stories about the Prophet Muhammad. To identify the ways that stories of the Prophet help Muslims decide how to live. To understand why 'Peace Be Upon Him' is an important phrase to Muslims. To understand why believing in one God is important for Muslims. To identify the key elements of a religious story. To compare different religious stories. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know what responsibilities the Buddhist community have to each other. To understand that the Buddhist community is made up of ordinary people and monks. To know what responsibilities the Christian community has to each other. To know how Christians are welcomed into the Christian family through baptism. To identify some features of a church. To find out how the church is important for the community. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know what symbols are important for Hindus. To explain the importance of the Aum/Lotus Flower. To know what symbols are important for Buddhists. To describe the Buddha image and the value it communicates e.g. tranquillity/compassion. To explain the symbolism of the Bodhi tree To explain the symbolism of The Wheel. 	<p>Essential knowledge:</p> <ul style="list-style-type: none"> To understand what eternity is. To understand what Humanists believe about death. To know some of the rituals associated with Humanist funerals. To understand what Muslims believe about death. To know how Muslim people mark the death of somebody. To reflect on what I believe about death and explain it to a partner. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To explain the difference between 'special' and 'sacred'. To identify features of the Bible. To explain how people show respect for the Bible. To know that the Qu'ran is the final and complete book of guidance To know that the Sunnah is the custom and practice of the Prophet Muhammad (pBuh). To retell the story of how the Qu'ran was revealed to Muhammad.
<p>Essential Skills</p> <ul style="list-style-type: none"> To remember a simple religious story or other belief system and talk about it. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To be able to retell a story from a religion or other belief system and say some things that people believe. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To describe some of the things that are the same or different for people from religions and other beliefs. Begin to make links to key scriptures/ texts to everyday life 	<p>Essential Skills</p> <ul style="list-style-type: none"> To describe how religious and other beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources are used to provide answers to important questions. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To say what religions and other belief systems teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them.
<p>Links to prior learning: See EYFS LTP Y1, Understanding why stories are special aspects of a religion.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding why stories are special aspects of a religion. Y2, Understanding the moral meaning of stories.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding what it means to belong to a faith community. Y2, Identifying specific religious places and communities. Y3, Exploring what the world would be like without a community.</p>	<p>Links to prior learning: See EYFS LTP Y1 Recognising symbols and words featured in religions and other belief systems. Y2, Y3, Using religious words to describe some of the different ways people show their beliefs. Y4, Describing how religious and other beliefs are expressed and suggesting what they mean.</p>	<p>Links to prior learning: See EYFS LTP Y1, Making links between celebrations and rites of passage. Y2, Understanding some of the symbolism behind different rites of passage. Y3, Understanding key aspects of different religious ceremonies. Y4, Making links between beliefs and how these are expressed through rites of passage. Y5, Proposing reasons for the religious influences of beliefs in which people hold.</p>	<p>Links to prior learning: See EYFS LTP Y1 Recognising how writings influence beliefs within religions. Y2, Understanding the importance of key figures in writings. Y3, Exploring how writings influence religious places and communities. Y4, Exploring different versions of important writings. Y5, Identifying the historical context of writings within religions. Y6, Exploring the features of key writings within religions.</p>

Links to future learning: Y2, Understanding the moral meaning of stories. Y3, Identifying values in religious stories. Y4, Comparing different religious stories. Y5, Making links between stories and the important answers they provide. Y6, Comparing the values of religions and making links to values important to them.	Links to future learning: Y3, Identifying values in religious stories. Y4, Comparing different religious stories. Y5, Making links between stories and the important answers they provide. Y6, Comparing the values of religions and making links to values important to them.	Links to future learning: Y4, Exploring the importance of religious communities. Y5, Asking questions about how people show that they belong to a community. Y6, Making links between how religious communities use writings to share practice.	Links to future learning: Y5, Making links between the variety of beliefs people hold, and religious sources. Y6, Explaining how symbolism within places of worship contributes to belonging.	Links to future learning: Y6 Making links between the ways in which rites of passage influence religious celebrations.	Links to future learning: KS3 - Making links between writings and important religious celebrations.

RE Overview

Spring 2



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme Key Figures Christianity	Theme Key Figures Christianity/Islam	Theme: Worship, Celebration and Commemoration Buddhism/Sikhism	Theme Beliefs Christianity/Humanism	Theme Worship, Celebration and Commemoration Christianity/Hinduism	Theme Values and Social Actions Christianity/Humanism
Title What is special about Jesus?	Title Why is it important to have leaders?	Title Why is light used in celebrations?	Title Why do people believe?	Title Why do we need to celebrate?	Title Do I have to be religious to have values?
Subject Content: Children will be taught about why Jesus is an important key figure in the Christian religion. They will learn about the teachings and healings of Jesus and learn about the impact that his disciples had on Jesus as a 'Key figure'.	Subject Content: Children will think about what a leader is and the skills that a good leader will need to possess. They will learn about the key figures: Moses, Abraham and Jacob. They will also learn about special people in the bible from later Christian traditions.	Subject Content: Children will look at the different festivals celebrated by Buddhists and Sikhs. They will learn about the importance of these festivals and the symbolism of light which is used to celebrate.	Subject Content: Children will learn about the reasons behind why people have beliefs. They will link this to their own beliefs and pinpoint reasoning for their own beliefs. In particular, children will learn about the beliefs of Christians and Humanists. They will reflect on how beliefs affect daily life.	Subject Content: Children will learn about Spring celebrations for Christians and Hindus. They will consider the different reasons behind celebrations and understand that religious celebrations often take place to mark monumental times or memories.	Subject Content: Children will learn about different values and social actions of Christians and Humanists. They will learn about some of the key rules followed by Humanists and charities supported by Christians.

<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know who Jesus is to Christians. To know that Jesus performed miracles. To know what healing means. To know that Jesus had a group of followers called 'the Disciples'. To know that Jesus was betrayed by a Disciple named Judas. To know that Christians believe that Jesus was resurrected. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To understand what being a leader means. To understand why Moses is considered an important leader to Jews. To know why Abraham is an important key figure in Judaism. To know why Jacob is an important key figure in Judaism. To know some of the special people in the Bible and later Christian traditions e.g. saints To compare some of the Key figures in Judaism and Christianity. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To understand why light is used to celebrate. To know the Sikh holy days. To know what the festival of Wesak is. To know how Wesak is celebrated by Buddhists. To understand the story of Vaisakhi To know some of the ways in which Vaisakhi is celebrated. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know that Christians believe in the Trinity. To understand Jesus' teachings on the Kingdom of God. To understand the new testament teaching on the resurrection. To know that Humanists do not believe in a God. To understand that Humanists believe in <i>humanity</i> and <i>human responsibility</i>. To think about my own beliefs and how they affect my life. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know that Holi is a spring festival for Hindus. To understand the story of Prahlada. To know what the Aarti ceremony is. To know the story of the death of Jesus, and that Easter is the festival which celebrates this event To know some of the symbols associated with Easter. To compare the different reasons that religions celebrate. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To define what is meant by 'values' and 'social actions'. To know about the Christian values of Christians.. To know about the work of some Christian charities. To understand why the 'Golden Rule' is important for Humanists. To know what 'Human Rights' are and why they are important to Humanists. To know which values are most important to me and why.
<p>Essential Skills</p> <ul style="list-style-type: none"> To talk about what is important to me and other people. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To discuss some of the things that are the same for different people of different religions and belief systems. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To use religious and other words to describe some of the different ways in which people show their beliefs. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To make links between the beliefs, teachings and sources of different religious and other groups and show how they are connected to believers' lives. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To use a wide religious and other vocabulary in suggesting reasons for the similarities and differences in the ways people express their beliefs. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me.
<p>Links to prior learning: See EYFS LTP Y1, Explaining why a 'Key figure' is special.</p>	<p>Links to prior learning: See EYFS LTP Y1, Explaining why a 'Key figure' is special. Y2, Understanding why it is important to have leaders.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding how and why special times are celebrated within different religions. Y2, Understanding the different reasons for having celebrations. Y3, Understanding symbolism used within religious celebrations.</p>	<p>Links to prior learning: See EYFS LTP Y1, Identifying key beliefs shared by religious communities. Y2, Understanding how a holy book can shape beliefs. Y3, Understanding beliefs around religious Gods. Y4, Exploring the reasons behind why people believe.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding how and why special times are celebrated within different religions. Y2, Understanding the different reasons for having celebrations. Y3, Understanding symbolism used within religious celebrations. Y4, Explaining how celebrations demonstrate beliefs. Y5, Exploring and comparing the different monumental times and memories religious celebrations are linked to.</p>	<p>Links to prior learning: See EYFS LTP Y1 Developing an understanding of the values of religious festivals. Y2, Understanding why values are important in religion. Y3, Identifying values in religious stories. Y4, Identifying the values that religious signs and symbols communicate Y5, Understanding how values provide answers to important religious questions. Y6, Comparing the values of religions and making links to values important to them.</p>
<p>Links to future learning: Y2, Understanding why it is important to have leaders. Y3, Explaining how 'Key figures' influence the responsibilities that religious communities have.</p>	<p>Links to future learning: Y3, Explaining how 'Key figures' influence the responsibilities that religious communities have. Y4, Exploring how beliefs are</p>	<p>Links to future learning: Y4, Explaining how celebrations demonstrate beliefs. Y5, Exploring and comparing the different monumental times</p>	<p>Links to future learning: Y5, Understanding how religious stories shape beliefs and the important questions they may help to answer. Y6, Considering the challenges</p>	<p>Links to future learning: Y6 Comparing the different ways in which religions worship.</p>	<p>Links to future learning: KS3 - Exploring what values are based on and how they are expressed.</p>

<ul style="list-style-type: none"> To understand what it means to be part of a community. To know what is meant by 'The Natural World'. To know where Muslims worship. To know what Makkah is and why it is important to Muslims. To know the history of Makkah. To know what Ka'bah is and why it is important to Muslims. 	<ul style="list-style-type: none"> To consider the communities that we belong to. To identify the key features of the Christian community. To understand some of the beliefs that lie behind Christian artefacts. To describe the features of the local Christian community. To understand what makes the Humanist community. To compare the values of Christian and Humanist communities. 	<ul style="list-style-type: none"> To know what rites of passage are. To know the things that happen at a Christian baptism. To know that there are different types of Christian baptism. To understand why a First Holy Communion is important for Christians. To know why confirmation is an important part of Christians lives. To understand the key events of confirmation. 	<ul style="list-style-type: none"> To know some of the features of a Gurdwara. To understand why the langar is an important part of the Gurdwara. To know that the mosque is the place of worship for Muslims. To understand why the main features of a mosque are important. To understand why The Hajj is important to Muslims. To know that the place of worship is not only about religion. To compare places of worship. 	<ul style="list-style-type: none"> To understand the Buddha's concerns to resolve suffering. I understand how Buddhists believe they can achieve happiness. To understand the Buddha;s teaching of the 'Middle Way' To understand that the story 'The Monkey King' exemplifies Buddhist values. To identify the values of the Guru in the story 'Holy cakes' To explain how stories provide the answers to important questions. 	<ul style="list-style-type: none"> To understand why Humanists do not have a religious leader. I know the contributors to modern humanism e.g. Philosophers,writers and scientists. To know the key ideas of contributors to modern humanism. To know that Guru Arjan compiled the Adi Granth and built the Golden temple. To know that Guru Tegh Bahadur martyred for the principle of religious tolerance. To think about how leaders affect individuals doing right.
<p>Essential Skills</p> <ul style="list-style-type: none"> To talk about what is important to me and other people. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To discuss some of the things that are the same for different people of different religions and belief systems. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To describe some of the things that are the same or different for people from religions and other beliefs. Begin to make links to key scriptures/ texts to everyday life. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To describe why people belong to religions and other belief systems and explain how similarities and differences within and between those religions and belief systems can make a difference to the lives of individuals and communities. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To suggest reasons for the variety of beliefs which people hold, and explain how religious and other sources are used to provide answers to important questions. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To say what different practices and ways of life followers of religions and other belief systems have developed, explaining how beliefs have had different effects on individuals, communities and societies.
<p>Links to prior learning: See EYFS LTP Y1, Understanding what it means to belong to a faith community.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding what it means to belong to a faith community. Y2, Identifying specific religious places and communities.</p>	<p>Links to prior learning: See EYFS LTP Y1, Making links between celebrations and rites of passage. Y2, Understanding some of the symbolism behind different rites of passage. Y3, Understanding key aspects of different religious ceremonies.</p>	<p>Links to prior learning: See EYFS LTP Y1, Understanding what it means to belong to a faith community. Y2, Identifying specific religious places and communities. Y3, Exploring what the world would be like without a community. Y4, Exploring the importance of religious communities.</p>	<p>Links to prior learning: See EYFS LTP Y1, Developing an understanding of the values of religious festivals. Y2, Understanding why values are important in religion. Y3, Identifying values in religious stories. Y4, Comparing different religious stories. Y5, Making links between stories and the important answers they provide.</p>	<p>Links to prior learning: See EYFS LTP Y1 Explaining why a 'Key figure' is special. Y2, Understanding why it is important to have leaders. Y3, Explaining how 'Key figures' influence the responsibilities that religious communities have. Y4, Exploring how beliefs are influenced by 'Key figures'. Y5, Understanding the historical context of key figures and making links to their own aspirations. Y6 Exploring the qualities of a 'good leader' and how different values affect these qualities.</p>
<p>Links to future learning:</p>	<p>Links to future learning:</p>	<p>Links to future learning:</p>	<p>Links to future learning:</p>	<p>Links to future learning:</p>	<p>Links to future learning:</p>

<p>Y2, Identifying specific religious places and communities.</p> <p>Y3, Exploring what the world would be like without a community.</p> <p>Y4, Exploring the importance of religious communities.</p> <p>Y5, Asking questions about how people show that they belong to a community.</p> <p>Y6, Making links between how religious communities use writings to share practice.</p>	<p>Y3, Exploring what the world would be like without a community.</p> <p>Y4, Exploring the importance of religious communities.</p> <p>Y5, Asking questions about how people show that they belong to a community.</p> <p>Y6, Making links between how religious communities use writings to share practice.</p>	<p>Y4, Making links between beliefs and how these are expressed through rites of passage.</p> <p>Y5, Proposing reasons for the religious influences of beliefs in which people hold.,</p> <p>Y6, Making links between the ways in which rites of passage influence religious celebrations.</p>	<p>Y5, Asking questions about how people show that they belong to a community.</p> <p>Y6, Making links between how religious communities use writings to share practice.</p>	<p>Y6 Comparing the values of religions and making links to values important to them.</p>	<p>KS3 - Key figures in the lives of religious leaders.</p>
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RE Overview

Summer 2



The statutory requirements for RE aims to ensure that all pupils:

- Develop knowledge, understanding and awareness of Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism and Humanism.
- Receive opportunities for personal reflection and spiritual development.
- Enhance their knowledge and understanding of religions and worldviews.
- Encourage personal responses to different religions and worldviews.
- Develop a sense of identity and belonging.
- Prepare for adult life, employment and lifelong learning.
- Foster respect and sensitivity to individuals and communities of different faiths.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Theme Beliefs Hinduism</p>	<p>Theme Beliefs Buddhism</p>	<p>Theme: Beliefs Hinduism/Islam</p>	<p>Theme Writings Christianity/Sikhism</p>	<p>Theme Key Figures Christianity</p>	<p>Theme Beliefs Sikhism/Judaism</p>
<p>Title What do Hindus believe?</p>	<p>Title What did the Buddha teach about leading a better life?</p>	<p>Title How do the beliefs of Hindus and Muslims differ?</p>	<p>Title What would happen if religion was not recorded?</p>	<p>Title What makes someone inspirational?</p>	<p>Title Why is believing so important?</p>
<p>Subject Content: Children will be introduced to some of key beliefs of Hinduism, They will focus on symbols, Gods and values that are important in Hinduism and how these influence the practice of the Hindu religion.</p>	<p>Subject Content: Children will learn about how the Buddha contributed to the Buddhist understanding of leading a better life. Children will learn about some of the Key beliefs and why they are important in Buddhism.They will also consider some of the challenges that Buddhists may face with their beliefs.</p>	<p>Subject Content: Children will learn about the beliefs of Hindus and Muslims. They will learn about the God's that they worship and the significance of their teachings.</p>	<p>Subject Content: Children will explore the writings of the Christian and Sikh faith. They will learn about the different books and versions of the Bible and what is outlined in the Granth Guru Sahib.</p>	<p>Subject Content: Children will learn about the historical context of Jesus, They will explore accounts and teachings and understand the resurrection and ascension.</p>	<p>Subject Content: Children will learn about the Beliefs of Sikhs and Jews. They will explore the different teachings within these faiths and consider the importance of belief (religious and non-religious).</p>

<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To recognise that the Aum is a symbol associated with Hinduism. To understand the importance of Ganesh and the values associated with him. To know that Krishna is a major God associated with Hinduism. To describe some of the key beliefs shared by Hindus. To know some of the ways Hindus practise their religion. To explain how religious characters show values of 'good' and 'evil'. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know some of the key events of the Buddha's life. To understand the beliefs of the Eightfold Path. To understand why meditation is a very important part of Buddhism. To know some of the symbols of Buddhism and what they represent. To know that the Buddha's teachings are known as 'Dharma'. To identify challenges that Buddhists might face within their beliefs. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know that the Hindu God is formless and worshipped in diverse forms. To know the complimentary attributes of deities as male and female. To understand the concept of 'Avatar'. To know that Muslims believe in one God, called Allah. To understand the attributes of Allah, revealed in the Qu'ran. To explain the signs of Allah's creation through nature. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To understand that the Bible is made up of different books. To know that there are different versions of the Bible in English and its translators To understand the difference between the Old and New testaments. To know that the Granth Sahib outlines principles and practices of Gurmat. To know that the Guru Granth Sahib includes the teachings of Guru Nanak and other Gurus. To know that the Akand Path is read at festivals and special occasions. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To understand the historical context of Jesus. To understand the accounts of Jesus' life in the gospels. To understand the teachings of The Kingdom of God through parables. To know the story of the Beatitudes. To explain the Passion Narratives. To understand Jesus' resurrection and ascension. 	<p>Essential Knowledge:</p> <ul style="list-style-type: none"> To know that Sikhs believe in one God. To explain the teachings of the Guru's (Gurbani). To understand how beliefs affect the actions of a Sikh. To know the Jewish beliefs about God. To understand the importance of the Torah . To think about the importance of belief (religious or non-religious belief).
<p>Essential Skills</p> <ul style="list-style-type: none"> Remember a simple religious story or other belief system and talk about it. To begin to use the right names for things that are special to members of religions and other belief systems. 	<p>Essential Skills</p> <ul style="list-style-type: none"> Remember a simple religious story or other belief system and talk about it. To begin to use the right names for things that are special to members of religions and other belief systems. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To be able to describe what a believer might learn (moral) from an important story within a religion or other belief system. Begin to add references to key texts/ scriptures. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To make links between the beliefs, teachings and sources of different religious and other groups and show how they are connected to believers' lives. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives. 	<p>Essential Skills</p> <ul style="list-style-type: none"> To use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me.
<p>Links to prior learning: See EYFS LTP Y1, Identifying key beliefs shared by religious communities.</p>	<p>Links to prior learning: See EYFS LTP Y1, Identifying key beliefs shared by religious communities. Y2, Understanding how a holy book can shape beliefs.</p>	<p>Links to prior learning: See EYFS LTP Y1, Identifying key beliefs shared by religious communities. Y2, Understanding how a holy book can shape beliefs. Y3, Understanding beliefs around religious Gods.</p>	<p>Links to prior learning: See EYFS LTP Y1, Recognising how writings influence beliefs within religions. Y2, Understanding the importance of key figures in writing. Y3, Exploring how writings influence religious places and communities. Y4, Exploring different versions of important writings.</p>	<p>Links to prior learning: See EYFS LTP Y1, Explaining why a 'Key figure' is special. Y2, Understanding why it is important to have leaders. Y3, Explaining how 'Key figures' influence the responsibilities that religious communities have. Y4, Exploring how beliefs are influenced by 'Key figures'. Y5, Understanding the historical context of key figures and making links to their own aspirations.</p>	<p>Links to prior learning: See EYFS LTP Y1, Identifying key beliefs shared by religious communities. Y2, Understanding how a holy book can shape beliefs. Y3, Understanding beliefs around religious Gods. Y4, Exploring the reasons behind why people believe. Y5, Understanding how religious stories shape beliefs and the important questions they may help to answer. Y6, Considering the challenges</p>

					of belonging to a belief system.
<p>Links to future learning:</p> <p>Y2, Understanding how a holy book can shape beliefs.</p> <p>Y3, Understanding beliefs around religious Gods.</p> <p>Y4, Exploring the reasons behind why people believe.</p> <p>Y5, Understanding how religious stories shape beliefs and the important questions they may help to answer.</p> <p>Y6, Considering the challenges of belonging to a belief system.</p>	<p>Links to future learning:</p> <p>Y3, Understanding beliefs around religious Gods.</p> <p>Y4, Exploring the reasons behind why people believe.</p> <p>Y5, Understanding how religious stories shape beliefs and the important questions they may help to answer.</p> <p>Y6, Considering the challenges of belonging to a belief system.</p>	<p>Links to future learning:</p> <p>Y4, Exploring the reasons behind why people believe.</p> <p>Y5, Understanding how religious stories shape beliefs and the important questions they may help to answer.</p> <p>Y6, Considering the challenges of belonging to a belief system.</p>	<p>Links to future learning:</p> <p>Y5, Identifying the historical context of writings within religions.</p> <p>Y6, Exploring the features of key writings within religions.</p>	<p>Links to future learning:</p> <p>Y6 Exploring the qualities of a 'good leader' and how different values affect these qualities.</p>	<p>Links to future learning:</p> <p>KS3 - Perceptions of religious Gods and how these influence beliefs.</p>